

# Annual Report for Fiscal Year 1995

## *The Key to FUTURES*

Department of Social Services  
Division of Family Services  
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Research & Evaluation  
October 1995

**Division of Family Services  
FUTURES Program  
Fiscal Year 1995**

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## *Investment Opportunities*

Missouri's FUTURES program provides essential direction in the drive towards welfare reform. In the days of limited resources and increasing demands for services, it is not sufficient simply to provide economic maintenance for needy families. Reform requires investment.

FUTURES invests in the ability and desire of individuals to provide for themselves and their families. By empowering individuals to make decisions regarding their economic futures, and then providing opportunities to receive the education and skill training needed to carry out their goals, the FUTURES program acts as a catalyst for change for individuals with a wide range of needs and abilities.

The return on the investment is an increased standard of living, the sense of accomplishment that comes with self-sufficiency, and a next generation that looks to the future with hope rather than despair.

This is the fifth FUTURES annual report and it reflects the dynamics of the program as it expands. FUTURES continues to refine program components and policies to meet the changing needs of Missouri citizens.

A handwritten signature in black ink, reading "Carmen K. Schulze". The signature is fluid and cursive, with the first name "Carmen" and last name "Schulze" clearly legible.

Carmen K. Schulze  
Director, Division of Family Services

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# ***Overview***

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On July 1, 1990, the Missouri Division of Family Services (DFS) implemented the FUTURES program for adult members of families who receive Aid to Families with Dependent Children (AFDC). The program provides education and job training to help AFDC parents prepare for employment that leads to self-sufficiency.

The FUTURES program was established to implement the federal Family Support Act of 1988. Title II of that act establishes the Job Opportunities and Basic Skills Training program (JOBS).

As of October 1, 1992, the FUTURES program was operational throughout the state of Missouri (Appendix Table I).

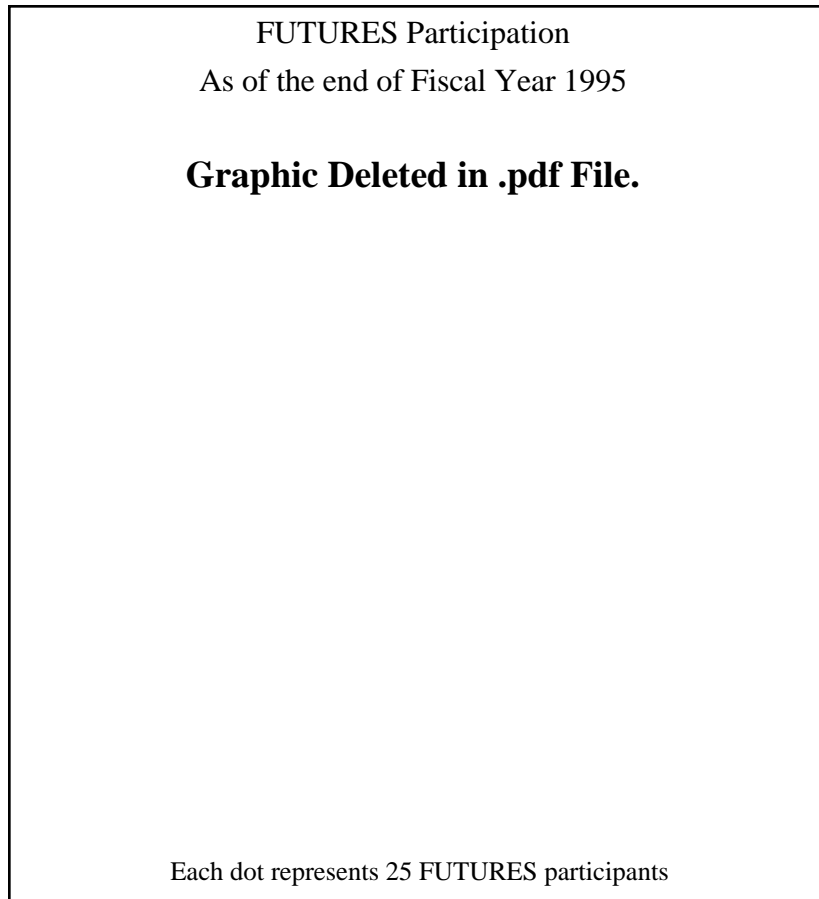
FUTURES is operated as a voluntary program to the greatest extent possible. Anyone who receives AFDC and resides in Missouri may volunteer to participate in the program. The FUTURES program, however, targets those AFDC families with the greatest immediate need. During FY 1995, 57 percent of

all FUTURES participants fell into one of the following groups (See Yearly Participation, Page 9):

AFDC parents who have received benefits for 36 of the last 60 months;

AFDC parents under age 24 who have not completed high school, are not enrolled in high school or a General Equivalency Diploma (GED) program, or who have little or no work experience; or

members of a family that will lose AFDC eligibility within two years because the youngest child is at least 16 years old.



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Currently, the FUTURES program is required to serve 20 percent of the mandatory AFDC population. This 20 percent participation rate is met generally with voluntary enrollments.

## **Program Components**

Much of FUTURES efforts are directed toward coordinating activities among state agencies in an effort to enhance the flow of information and to eliminate duplication of effort. Participating departments include Social Services, Elementary and Secondary Education, Labor and Industrial Relations, Economic Development and Mental Health. FUTURES participants attend the various program components administered by these state agencies.

*ADULT BASIC EDUCATION* includes high school or an equivalent education, as well as basic and remedial education below the secondary level, that is designed to allow a participant to achieve a basic level of literacy. This service is normally provided by the Department of Elementary and Secondary Education through the local Adult Basic Education (ABE) program.

*HIGH SCHOOL* and *JUNIOR HIGH SCHOOL* are available for individuals under the age of nineteen who have not completed a high school education.

*ENGLISH AS A SECOND LANGUAGE* is designed for individuals who are not sufficiently competent in the English language to allow employment consistent with their employment goals.

*POST-SECONDARY EDUCATION* allows a participant to enroll in an educational program that will lead to an associate's or bachelor's degree. Facilities certified and/or licensed by the Department of Elementary and Secondary Education provide this service.

*JOB SKILL TRAINING* provides a participant the opportunity to obtain marketable job skills through enrollment in vocational or technical education programs. Skill training classes are offered through public and private vocational schools and colleges.

*JOB READINESS TRAINING* enables a participant to recognize and overcome barriers to employment by providing training in such areas as life skills, resume preparation, interviewing techniques and completion of job applications. This training may be provided by FUTURES staff, the Division of Employment Security, Adult Basic Education programs and the local Job Training Partnership Act (JTPA) Service Delivery Agency.

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*JOB SEARCH ASSISTANCE* provides a supervised work search environment that monitors the efforts of the participant and determines if changes should be made in job search strategies. Job search assistance is provided by FUTURES staff, the Division of Employment Security and the JTPA Service Delivery Agency.

*ON-THE-JOB TRAINING* allows a participant to receive “hands-on” training at the employer’s place of business. Employers who participate in the On-The-Job Training (OJT) program can be reimbursed for up to one-half of the employee’s wages while in training. This service is offered through the JTPA Service Delivery Agency.

*COMMUNITY WORK EXPERIENCE PROGRAM (CWEP)* provides valuable work experience and training that assists participants to enter employment in the public or private sector. Areas of training include health, social services, environmental protection, education, urban renewal and rural development, recreation, public safety and child care.

*ALTERNATIVE WORK EXPERIENCE (AWEP)* is similar to community work experience except that work may be obtained from for-profit employers. This component is available only to participants in the Unemployed Parent program.

*UNSUBSIDIZED EMPLOYMENT* allows participants to gain valuable work experience through paid part-time employment while participating in other FUTURES components. The wages the participant earns are paid entirely by the employer.

*WORK SUPPLEMENTATION* provides paid full-time employment for FUTURES participants. This component differs from other work components in that a portion of the wages a participant earns are paid by diverting the participant's AFDC grant to the employer.

*PEER SUPPORT* is designed to supplement other program component activities by providing a forum for discussion and support among individuals with common goals. This component is for Parent's Fair Share participants only.

*ENTREPRENEURIAL ACTIVITIES* provides training, planning and financial counseling for individuals who want to start their own business.

*MEDIATION* provides a process in which certified mediators resolve disputes between custodial and non-custodial parents. This component is available only for Parent's Fair Share participants.



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*CONCILIATION* provides a process for individuals to resolve disputes related to their participation in the FUTURES program.

## **Case Management**

The FUTURES program has adopted a “strengths-based” case management philosophy. The goal of strengths-based case management is to identify the client’s strengths and to build a case plan around those strengths. AFDC caseworkers refer clients to a FUTURES case manager for orientation and assessment. It is the responsibility of the FUTURES case manager to guide participants to the appropriate education, training and support services.

The orientation provides the client with information regarding FUTURES components, the available support services and the rights and responsibilities of the individual while in the program. The case manager completes an educational and vocational assessment to identify the skills, abilities and interests of the client. Together, the case manager and the participant develop a self-sufficiency plan. The plan outlines the participant’s short-term and long-term goals and identifies how these goals will be met. These goals must be met in order for the participant to achieve self-sufficiency.

## **Support Services**

Participants in FUTURES receive basic support assistance to allow them to attend educational and job training programs. These services include child care, transportation, training related expenses and Medicaid. Other state and local agencies can contribute additional services and benefits, such as stipends, counseling, assessment services and employment services. The FUTURES case manager is responsible for directing participants to the appropriate services.

## **Transitional Benefits**

Medicaid and child care benefits are received by FUTURES participants during their transition into the work force. These benefits help “fill the gap” from the time the participant is employed until the time he or she becomes eligible for employer-sponsored benefits.



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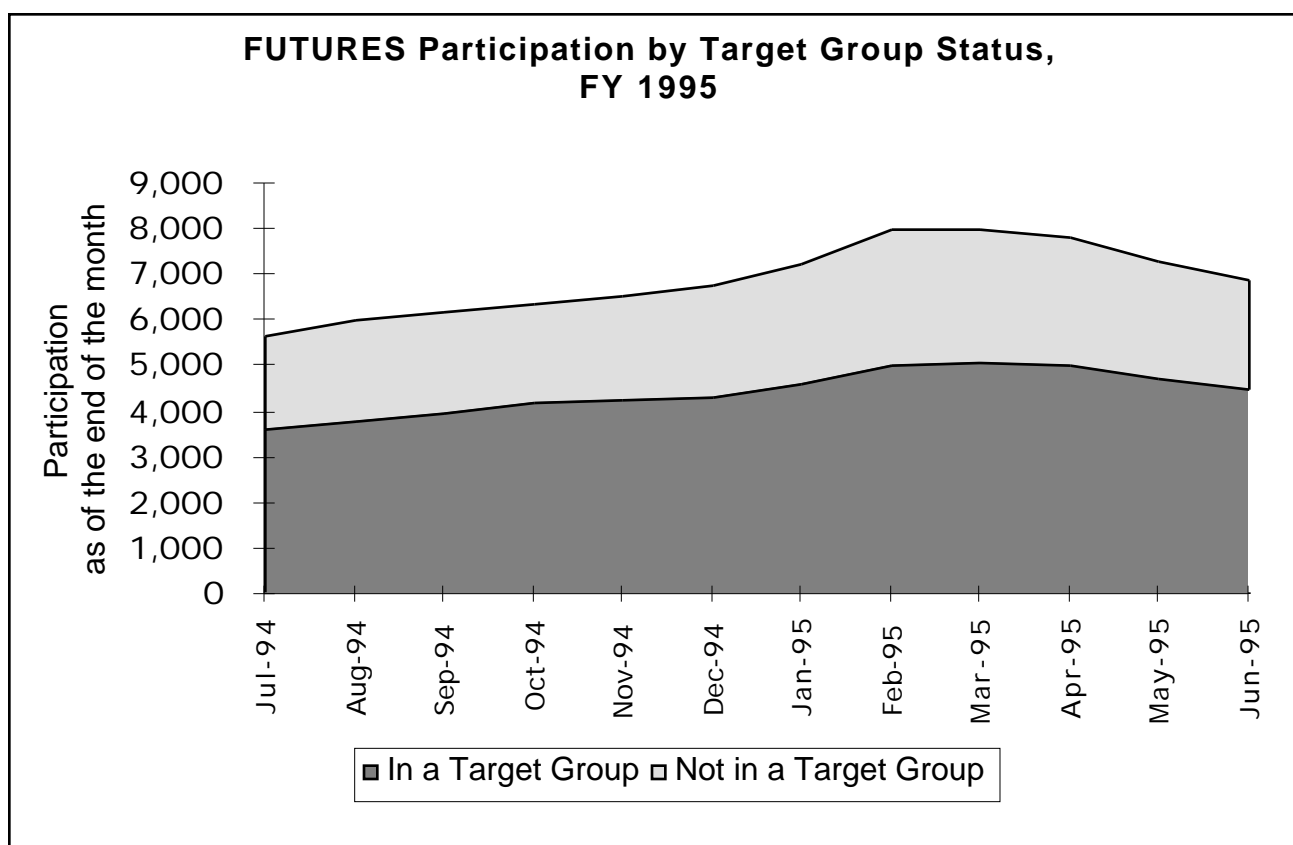
# ***FUTURES***

## ***Program Data***

## FY 1995 Participation

FUTURES participation rates, based upon a count of individuals active in the program at the end of each month, grew 22 percent during the fiscal year, from 5,676 at the end of July 1994 to 6,894 at the end of June 1995 (Appendix Table I).

Target group participation increased from 3,603 participants active at the end of July 1994 to 4,515 participants active at the end of June 1995 for an absolute gain of 25 percent. Relative target group participation, based upon a count of individuals active in the program at the end of each month, remained fairly constant throughout the year at about 64 percent of the FUTURES population served.



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## Yearly Participation

Annual participation rates, based upon a count of individuals active at some point during the fiscal year, increased 595 percent from FY 1991 through FY 1995.

During the same time period, target group participation increased from 2,096 to 12,337 for an absolute gain of 489 percent. Relative target group participation, based upon a count of individuals active at some point during the fiscal year, declined from 67.5 percent during FY 1991 to 57.2 percent during FY 1995.

<b>FUTURES Participation by Target Group Status During Each Fiscal Year</b>			
<b><u>Fiscal Year</u></b>	<b><u>Target Group</u></b>	<b><u>Not in a Target Group</u></b>	<b><u>Total</u></b>
<b>FY 1991</b>	2,096	1,008	3,104
<b>FY 1992</b>	4,949	2,639	7,588
<b>FY 1993</b>	6,952	3,667	10,619
<b>FY 1994</b>	8,643	6,188	14,831
<b>FY 1995</b>	12,337	9,227	21,564
<b>Count of FUTURES participants is based upon the number of individuals active at any point during the fiscal year.</b>			

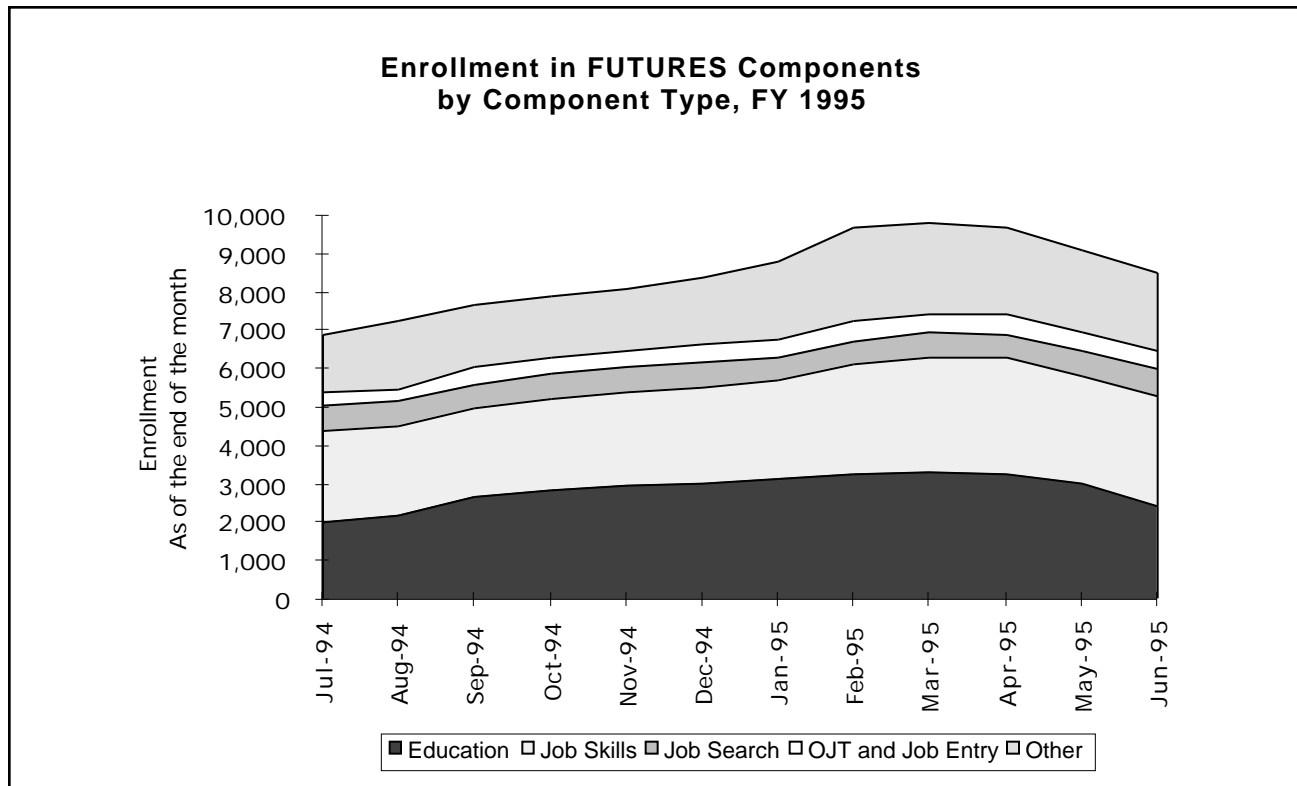
<b><u>Fiscal Year</u></b>	<b><u>Target Group</u></b>	<b><u>Not in a Target Group</u></b>	<b><u>Total</u></b>
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<b>FY 1995</b>	12,337	9,227	21,564

**Count of FUTURES participants is based upon the number of  
individuals active at any point during the fiscal year.**

## FY 1995 Component Activity

FUTURES participants, in cooperation with their case managers, develop a Self-Sufficiency Plan (SSP) consisting of short- and long-term goals. The long-term goal is to obtain the type of employment the participant expects to have in two years. The short-term goals are to complete the training necessary to reach the long-term goals. These short-term goals are achieved through enrollment and completion of program components which provide educational training, vocational training, and work experience.

FUTURES participants often participate in more than one component at a time. During FY 1995, FUTURES participants were active in an average of 1.2 components at any given time. At the end of July 1994, FUTURES participants were participating in 6,891 component activities<sup>1</sup>, while at the end of June 1995, FUTURES clients were active in 8,560 component activities, representing a 24 percent increase. Enrollment in education components, including high school, adult basic education and post-secondary education increased 21 percent, while enrollment in components offering job skills training increased 22 percent. Enrollment in job search components increased six percent while participation in on-the-job training and job entry components increased 245 percent. Finally participation in other components<sup>2</sup> increased 37 percent (Appendix Table IV).

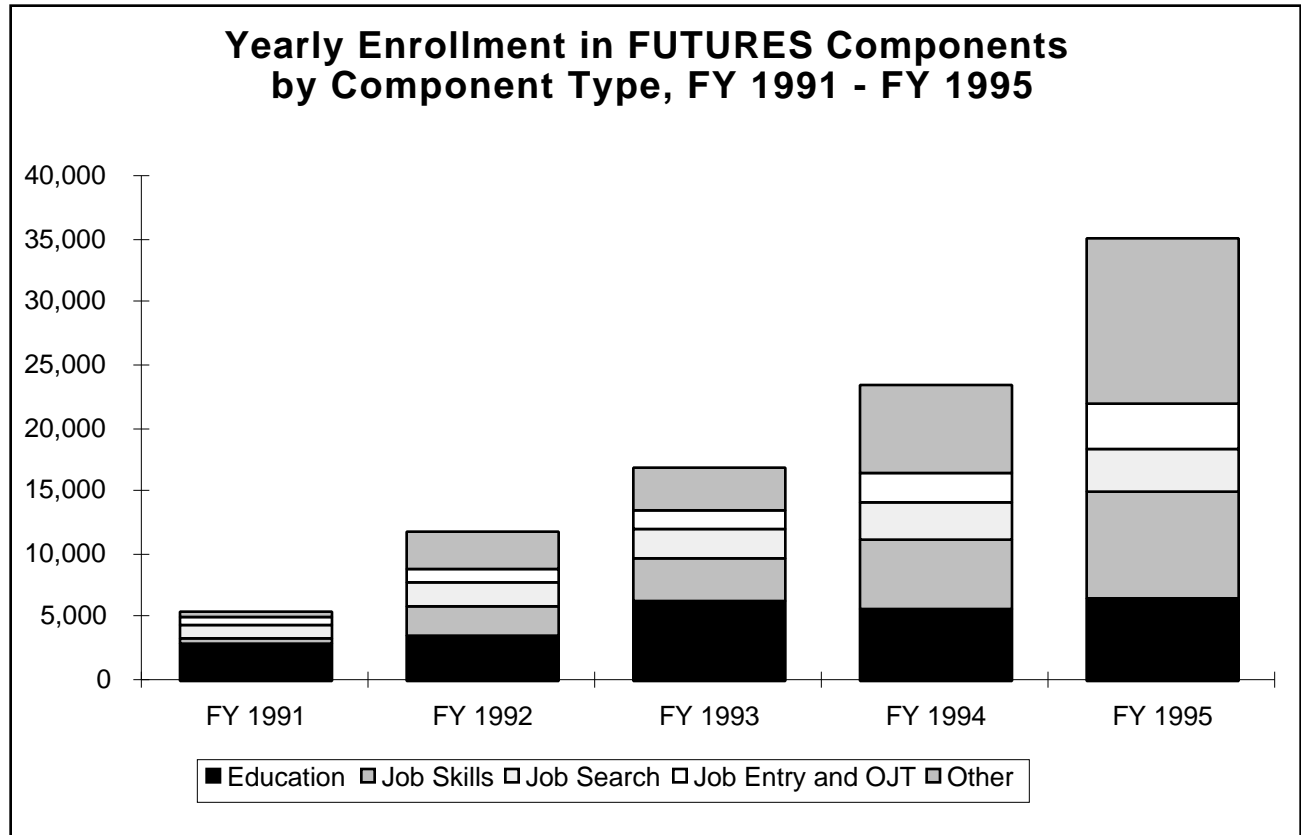


1. Based on an unduplicated count of FUTURES participants and component activity

2. Other includes Assessment and Employment Planning, GED Examination, Peer Support, Unsubsidized Paid Employment, and Conciliation and Mediation.

## Yearly Component Activity<sup>3</sup>

Since FUTURES began in FY 1991, enrollment in each of the component types, except education, increased annually. During the five year period yearly enrollment in



education components increased 120 percent, while enrollment in job skills components increased 1,048 percent. Enrollment in job search components increased 250 percent. Finally, enrollment in On-the-Job Training and Job Entry components increased over 400 percent.

Fiscal Year	Education	Job Skills	Job Search	Job Entry and OJT	Other
FY 1991	2,970	481	977	717	448
FY 1992	3,497	2,375	1,873	1,070	3,039
FY 1993	6,265	3,539	2,254	1,506	3,345
FY 1994	5,773	5,521	2,948	2,318	6,906
FY 1995	6,531	8,556	3,423	3,594	12,960

3. Yearly Component Activity is based upon an unduplicated count of persons participating in a particular component type at the end of each month during the fiscal year.

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## GED Completions

Education is an important determinant of employment success. One measure of educational success is passing the GED examination. Since FUTURES began a total of 1,570 participants have successfully completed the GED test. During FY 1995, 453 persons completed the GED test, representing a 65 percent increase over to FY 1994.

### **FUTURES Participants Passing the GED Examination FY 1991 - FY 1995**

<b><u>Fiscal Year</u></b>	<b><u>GED Completions</u></b>
FY 1991	196
FY 1992	291
FY 1993	355
FY 1994	275
FY 1995	<u>453</u>
<b>Total</b>	1,570



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## Employment

The primary goal of the FUTURES program is to help participants obtain economic self-sufficiency by coordinating the skills and training programs they need to gain employment. Since the inception of the FUTURES program, a total of 8,866 FUTURES participants have obtained employment<sup>4</sup>. During FY 1995, 53 percent more participants obtained employment than did in FY 1994.

### **FUTURES Participants Entering Employment FY 1991 - FY 1995**

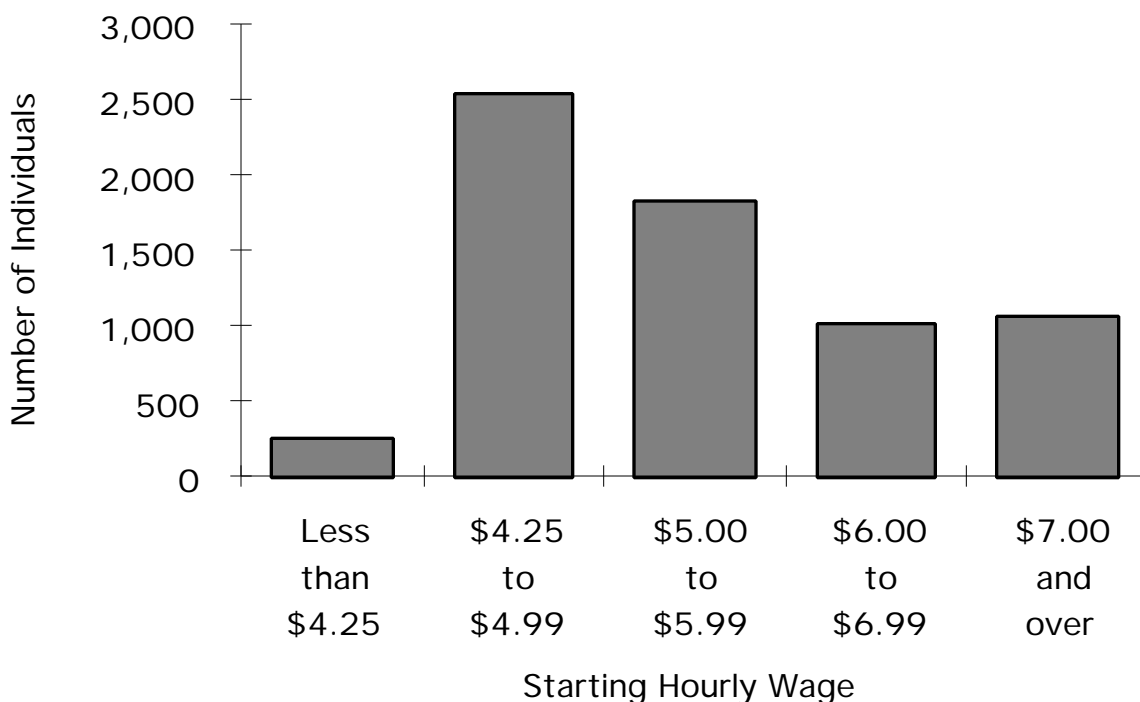
<b>Fiscal Year</b>	<b>Participants Entering Employment</b>	<b>Percentage Change from Prior Fiscal Year</b>
FY 1991	455	-
FY 1992	1,590	249%
FY 1993	1,399	-12%
FY 1994	2,378	70%
FY 1995	3,645	53%

4. Based on an unduplicated count of FUTURES participants active in the Job Entry component at any point since July 1990.

## Wages<sup>5</sup>

The FUTURES participants who entered employment during FY 1995 received an average starting wage of \$5.59 per hour. Of these participants, 58 percent had starting wages greater than \$5.00 per hour. About 38 percent had starting wages greater than \$4.25 per hour but less than \$5.00 per hour while the remaining 4 percent began employment at less than \$4.25 per hour. This compares favorably to FUTURES participants entering employment during FY 1994. Those entering during FY 1994 received an average starting wage of \$5.49 per hour and only 54 percent had starting wages greater than \$5.00 per hour.

**Starting Hourly Wages of Individuals  
in On-the-Job Training or Job Entry Components  
FY 1995**



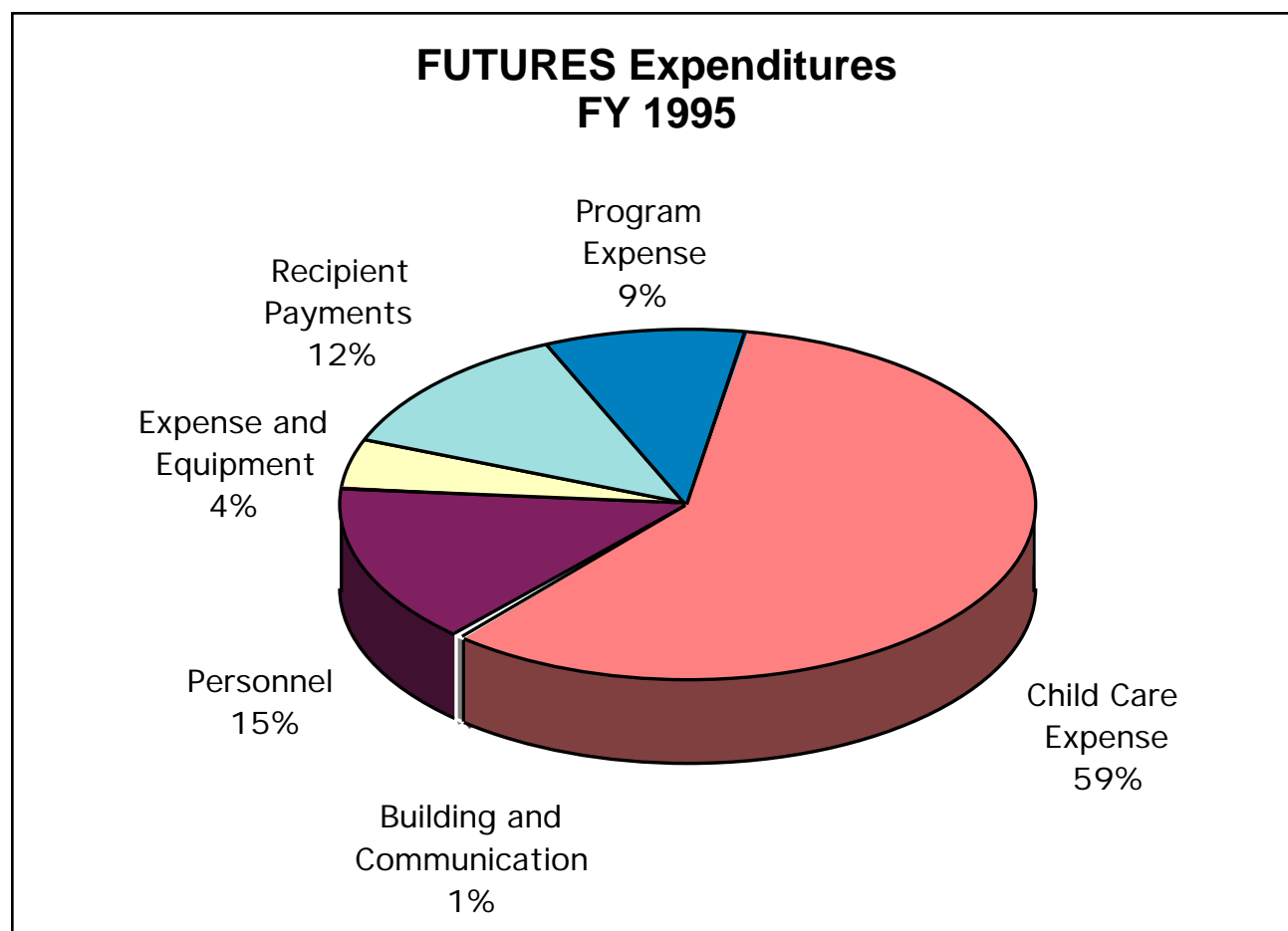
5. Reported wages include earnings from both part-time and full-time employment.

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## Expenditures

FUTURES expenditures in FY 1995 totaled \$38.85 million (Appendix Table III). Of the total, \$23.46 million or 60 percent were federal funds, \$14.78 million or 38 percent were state General Revenue funds and the remaining two percent or \$611,307 were donated funds.

Child Care<sup>6</sup> costs for FUTURES participants were by far the largest expense category, accounting for 59 percent of the total expenditures. Personnel costs, including case managers, supervisory and clerical staff, was the second largest category, accounting for 15 percent of the FUTURES expenditures. Support Services paid to FUTURES participants was the next largest category, using 12 percent of FUTURES expenditures. Direct program expenditures accounted for nine percent and Expense and Equipment accounted for four percent of the total expenditures. Lastly, Building and Communication accounted for one percent of the total FUTURES expenditures.



6. Child Care Expense includes child care for FUTURES participants as well as child care for AFDC recipients in education and job training who are not enrolled in the FUTURES program.



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***Other  
FUTURES  
Programs***

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## Parent's Fair Share

Parent's Fair Share (PFS) is a cooperative effort between FUTURES and the Division of Child Support Enforcement. The Parent's Fair Share program provides training, education, employment services and support services to non-custodial parents of children receiving AFDC benefits. The goals of the program are to:

- increase the employment and earning capabilities of non-custodial parents to enable them to provide economic support for their children;

- reduce poverty among children receiving AFDC by encouraging and requiring absent parents to establish paternity and pay child support; and

- assist non-custodial parents in providing other forms of support to their children.

Parent's Fair Share participants work with FUTURES case managers to develop a Self-Sufficiency Plan consisting of short-term and long-term goals. Once this is completed the participants enroll in FUTURES components to acquire the necessary education and skills to become self-sufficient. The program also offers peer support and mediation services to assist in the resolution of disputes and encourage participants to learn more about their rights and responsibilities as parents.



## Parents' Fair Share Data

Parent's Fair Share began in June 1991 in St. Louis City and Jackson County. Presently, Parent's Fair Share is operational in thirteen counties. Since the program's inception 803 individuals have participated with 523 of those participating during FY 1995.

In meeting the program's goal of economic self-sufficiency, 340 participants have obtained employment or started on-the-job training. During FY 1995, 152 participants began employment or on-the-job training, representing a three percent increase over FY 1994.

Of those participants entering employment or on-the-job training during FY 1995, 51 percent had starting wages greater than \$6 an hour while 86 percent made at least \$5 an hour. The average starting wage for Parent's Fair Share participants entering employment during FY 1995 was \$6.10 an hour. This was slightly lower than the average starting wages for participants beginning employment in FY 1994 which was \$6.18 per hour.

### Parent's Fair Share Participants by Fiscal Year

<u>Fiscal Year</u>	<u>PFS Participants</u>
FY 1992	252
FY 1993	272
FY 1994	400
FY 1995	523

### Parent's Fair Share Job Entries by Fiscal Year

<u>Fiscal Year</u>	<u>Job Entries</u>
FY 1992	0
FY 1993	44
FY 1994	148
FY 1995	152

Starting Hourly Wages of Parent's Fair Share  
Participants in On-the-Job or Job Entry  
Components, FY 1995



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## ***UP Program***

The AFDC Unemployed Parent (UP) program provides aid to a dependent child deprived of parental support as a result of the unemployment of the family's principal wage earner. The FUTURES UP program began in May 1993 to provide a component program specifically designed to meet the needs of the unemployed parent. By participating in Community Work Experience, Alternative Work Experience, On-The-Job Training or Unsubsidized Employment components, the unemployed parent is placed in an environment that will provide the work experience and training needed to minimize the period of time before the individual returns to the work place. Currently both parents in an AFDC-UP household are required to participate in the FUTURES UP program. Failure to participate can lead to a termination of the individual's AFDC benefit.

At the beginning of FY 1995 there were 1,456 AFDC-UP individuals active in FUTURES while at the end of FY 1995, 1,259 AFDC-UPs were active in FUTURES. During this same time period the overall number of active AFDC-UP cases fell from 5,444 to 2,618, representing a 52 percent decrease. This means that while the gross number of AFDC-UP individuals in FUTURES declined, the number AFDC-UP individuals in FUTURES as a percentage of the total AFDC-UP cases increased dramatically, from 26.8 percent to 48.1 percent.

## ***Quest***

The Quest program began in December 1993 as a partnership between selected schools and the FUTURES program. Currently the program is operational in the Potosi, St. Joseph and Ferguson-Florissant school districts. The goal of Quest is to promote educational success for AFDC children and teen parents to ensure they graduate from high school or obtain a GED. FUTURES case managers work with the targeted students by providing them with support services aimed at eliminating barriers to school attendance. By providing day care, transportation and other services, these students will be able to attend school regularly and have a greater chance at graduation and, ultimately, self-sufficiency.



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***Welfare Reform  
Initiatives Affecting  
FUTURES***

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In 1994 the 87th Missouri General Assembly passed legislation “aimed at ending welfare as we know it” by making Missouri families responsible for their own self-sufficiency. One of the major items in this legislation was the creation of time-limited Self-Sufficiency Pacts which will impact the FUTURES program. Other items in the welfare reform initiative were changes in the eligibility requirements for AFDC and AFDC-UP clients and a clause requiring minor parents to reside with a parent or other legal guardian.

## **Self-Sufficiency Pact Program**

Beginning in April 1995 all non-control group<sup>1</sup> FUTURES mandatory AFDC recipients and volunteers wishing to continue participating in FUTURES were required to sign a time-limited self-sufficiency pact. This pact outlines the steps and time required for the family to obtain employment and attain self-sufficiency. Under a self-sufficiency pact, families are limited to a maximum of twenty-four months during which time they will receive AFDC benefits and FUTURES case management services. Additionally, the family’s resource limit will be increased to \$5,000 while participating in the pact. Once the time limit has expired, the pact may be extended for another twenty-four months if extenuating circumstances prevent the family from attaining self-sufficiency. If the self-sufficiency pact time limit is reached and the family has not left the AFDC system, the adult, or adults, on the case will be required to participate in the Job Search or Community Work Experience components and the family’s resource limit will drop to \$1,000 until the family leaves the AFDC system.

## **AFDC-UP Program**

The welfare reform initiative also contained legislation which reduced the AFDC eligibility requirements for two parent families under the age of 21. This legislation removed the previous work history rule, which required families to have worked six out of thirteen quarters prior to receiving AFDC, and the 100 hour rule, which makes a family ineligible if one of the adults worked 100 hours in a month for two consecutive months. By waiving these rules, it is believed that more young families will stay together while receiving AFDC benefits and services from FUTURES case management. These changes in AFDC-UP requirements are expected to increase the number of persons receiving AFDC-UP benefits, thus increasing the number of AFDC-UPs in the FUTURES program.

1. In order to evaluate the cost neutrality and programmatic effectiveness of the Self-Sufficiency Pact Program, ten percent of the AFDC caseload will continue participating in AFDC and the FUTURES program under the previous guidelines. These people will be used as a control group for a future evaluation of the Self-Sufficiency Pact Program.

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## Other Welfare Reform Initiatives

The welfare reform legislation also contained other initiatives which should not greatly impact the FUTURES program. The first of these initiatives requires minor parents to reside in the home of a parent, legal-guardian or in another adult-supervised living arrangement as a condition of AFDC eligibility. A second initiative allows the State to disregard earned income for AFDC eligibility and benefit determination for parents under 19 years of age who are full-time students. Finally, the new welfare reform law allows a family to exclude the full equity value of one vehicle when determining the family's countable resources.



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# ***Appendix***

**TABLE I**  
**FUTURES Participation**  
**As of the End of the Month**

County	Jul-94	Aug-94	Sep-94	Oct-94	Nov-94	Dec-94	Jan-95	Feb-95	Mar-95	Apr-95	May-95	Jun-95
Adair	8	11	12	19	19	16	12	9	16	16	15	9
Andrew	12	6	8	4	4	5	2	3	1	1	4	4
Atchison	4	2	3	3	3	4	3	6	4	4	6	6
Audrain	32	28	24	27	21	18	17	25	30	46	36	44
Barry	21	15	16	20	19	17	13	15	50	24	34	40
Barton	6	9	9	8	12	10	5	5	10	8	8	9
Bates	6	12	22	32	31	34	40	36	40	36	51	39
Benton	10	13	12	11	14	12	22	22	28	33	19	23
Bollinger	8	12	7	7	10	12	14	16	19	13	8	7
Boone	113	112	122	124	115	131	127	128	131	126	125	108
Buchanan	121	156	135	138	166	159	197	224	191	164	165	162
Butler	84	98	99	95	93	101	116	122	121	94	74	81
Caldwell	15	21	19	14	16	17	17	16	17	15	15	11
Callaway	42	43	27	26	23	23	19	19	18	16	17	10
Camden	15	24	24	22	22	12	9	19	20	18	34	34
Cape Girardeau	30	44	47	59	55	77	81	78	81	81	60	43
Carroll	11	13	12	8	6	7	9	19	18	13	16	19
Carter	4	9	6	21	20	18	16	25	17	26	20	12
Cass	71	71	72	74	70	75	82	86	81	79	57	74
Cedar	15	21	25	22	19	19	16	24	24	15	16	17
Chariton	20	19	18	18	17	14	14	17	17	17	17	20
Christian	25	24	31	28	25	27	28	33	25	33	31	25
Clark	11	13	13	6	7	9	7	10	9	9	21	20
Clay	101	119	110	105	109	125	113	118	95	101	91	81
Clinton	11	11	10	10	13	11	9	10	11	11	15	11
Cole	44	47	52	52	56	59	50	59	52	52	35	32
Cooper	21	12	13	29	27	22	27	27	21	21	17	23
Crawford	24	25	30	33	29	27	34	55	48	39	33	23
Dade	9	8	7	7	7	10	9	12	13	11	9	14
Dallas	11	8	25	39	25	24	24	20	37	47	42	21
Daviess	14	20	17	17	16	16	20	22	15	17	18	13
De Kalb	7	7	8	7	8	8	13	13	12	8	8	8
Dent	24	21	24	31	30	33	37	39	36	37	22	38
Douglas	8	8	17	12	10	10	10	13	18	14	22	17
Dunklin	104	111	134	128	120	113	144	150	174	149	130	117
Franklin	91	93	75	68	76	71	60	63	76	78	87	90
Gasconade	8	7	9	12	12	13	10	6	6	11	20	23
Gentry	2	2	2	3	3	3	3	3	3	3	3	3
Greene	133	131	136	150	163	167	171	183	159	164	187	189
Grundy	15	15	13	14	16	16	27	22	15	16	13	14
Harrison	13	14	10	8	8	9	17	18	19	11	11	10
Henry	19	24	26	32	39	26	34	40	35	39	40	33

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**TABLE I Continued**

County	Jul-94	Aug-94	Sep-94	Oct-94	Nov-94	Dec-94	Jan-95	Feb-95	Mar-95	Apr-95	May-95	Jun-95
Hickory	7	12	9	10	10	10	8	16	13	18	18	19
Holt	1	1	1	1	0	0	0	0	0	0	0	0
Howard	7	11	12	12	12	15	15	14	11	10	10	11
Howell	55	55	43	36	46	52	47	49	41	44	34	39
Iron	21	23	26	20	27	22	24	41	30	32	27	14
Jackson	1,051	1,103	1,032	995	1,070	1,129	1,213	1,421	1,330	1,263	1,262	1,273
Jasper	98	91	67	94	90	103	105	116	117	136	106	138
Jefferson	95	138	148	140	161	149	174	178	142	236	123	116
Johnson	38	33	35	47	49	50	74	78	71	76	69	79
Knox	6	6	3	3	7	6	7	10	8	8	9	6
Laclede	25	29	32	30	34	38	33	38	39	40	41	30
Lafayette	33	24	26	23	27	31	22	36	37	33	30	36
Lawrence	21	19	25	24	23	27	31	33	38	28	18	39
Lewis	12	11	7	6	6	5	7	10	23	23	15	14
Lincoln	15	14	19	17	22	20	33	39	41	34	15	29
Linn	24	32	29	29	34	34	23	26	26	26	25	24
Livingston	19	17	13	18	17	21	21	32	18	14	17	10
McDonald	14	19	28	25	26	29	26	24	36	37	32	32
Macon	11	12	20	11	17	15	12	20	16	12	8	6
Madison	16	17	14	27	18	16	15	22	26	16	23	21
Maries	7	10	9	9	11	8	8	9	8	7	9	9
Marion	36	27	41	33	37	63	66	64	63	56	64	56
Mercer	3	3	5	6	6	7	5	10	14	7	7	5
Miller	17	17	13	17	26	24	26	35	47	46	35	27
Mississippi	34	32	32	31	43	46	47	59	62	54	48	51
Moniteau	3	3	3	5	4	7	4	4	7	7	10	5
Monroe	1	1	1	7	14	10	9	8	6	7	8	10
Montgomery	19	11	14	12	9	13	14	11	22	13	17	17
Morgan	4	13	21	19	19	12	18	15	24	51	37	24
New Madrid	41	37	54	51	42	36	44	59	71	77	61	44
Newton	34	45	50	42	39	45	47	51	53	49	46	38
Nodaway	18	16	20	18	20	22	28	33	27	26	31	31
Oregon	9	9	8	9	8	20	19	21	13	15	13	14
Osage	3	2	1	1	1	2	2	1	8	8	7	5
Ozark	9	10	9	11	11	10	11	11	11	13	11	11
Pemiscot	51	49	54	61	63	95	99	109	101	84	68	73
Perry	10	9	8	7	8	9	9	11	10	14	6	5
Pettis	26	42	50	60	55	59	65	61	63	61	71	48
Phelps	35	32	28	36	45	35	35	59	47	58	48	41
Pike	7	9	11	18	27	35	38	40	34	32	39	38
Platte	23	19	30	32	33	36	40	33	36	35	33	27
Polk	11	10	19	20	15	28	28	27	69	56	40	31
Pulaski	22	27	30	40	33	27	36	45	61	40	62	41
Putnam	6	9	5	5	4	4	4	11	13	10	8	7
Ralls	15	13	9	11	13	12	15	13	17	15	12	10
Randolph	54	46	44	50	44	54	67	57	66	48	45	43
Ray	30	29	29	38	39	37	31	39	30	33	36	34
Reynolds	11	18	19	11	10	8	8	6	20	23	19	11

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## TABLE I Continued

County	Jul-94	Aug-94	Sep-94	Oct-94	Nov-94	Dec-94	Jan-95	Feb-95	Mar-95	Apr-95	May-95	Jun-95
Ripley	41	61	64	70	63	55	57	55	56	53	56	47
St Charles	121	134	134	155	160	159	190	173	156	174	153	147
St Clair	12	20	18	17	19	18	15	23	18	16	15	25
St Francois	83	96	91	85	69	81	110	142	120	109	89	89
St Genevieve	8	12	12	15	10	9	10	16	14	12	6	8
St Louis County	523	521	616	666	742	723	780	812	848	841	819	755
Saline	23	20	27	27	26	29	36	36	41	42	37	31
Schuyler	2	2	7	4	6	4	3	4	4	4	4	4
Scotland	10	5	5	5	8	7	10	13	9	11	4	7
Scott	63	70	58	69	64	71	77	85	74	66	66	56
Shannon	16	14	13	7	7	7	4	4	10	16	13	9
Shelby	3	2	5	5	4	2	3	4	3	7	5	5
Stoddard	33	37	30	43	39	60	70	53	56	47	39	28
Stone	19	15	19	17	15	12	16	20	18	17	17	16
Sullivan	10	11	8	4	4	4	5	10	8	7	10	7
Taney	15	15	19	17	15	20	18	18	20	15	14	9
Texas	32	28	30	36	39	39	45	57	76	73	62	54
Vernon	20	19	20	36	33	29	26	23	24	32	38	24
Warren	7	4	11	9	5	10	16	25	26	18	16	16
Washington	103	110	97	114	108	110	101	140	135	125	101	87
Wayne	30	23	27	26	23	21	41	49	47	30	26	31
Webster	13	16	25	22	30	25	30	32	38	38	35	28
Worth	2	2	3	3	2	2	2	1	1	0	0	0
Wright	31	27	24	23	20	22	22	30	32	27	25	28
St Louis City	1,005	1,108	1,146	1,147	1,115	1,125	1,151	1,248	1,312	1,300	1,235	1,114
<b>TOTAL</b>	<b>5,676</b>	<b>6,046</b>	<b>6,196</b>	<b>6,393</b>	<b>6,555</b>	<b>6,760</b>	<b>7,229</b>	<b>8,008</b>	<b>8,025</b>	<b>7,827</b>	<b>7,310</b>	<b>6,894</b>



**TABLE II**  
**Target Group<sup>1</sup> Participation**

Last Day of	Target Group 1	Target Group 2	Target Group 3	Not in a Target Group	TOTAL
Jul-94	2,734	798	71	2,073	5,676
Aug-94	2,876	877	65	2,228	6,046
Sep-94	3,025	903	65	2,203	6,196
Oct-94	3,135	980	67	2,211	6,393
Nov-94	3,156	1,035	64	2,300	6,555
Dec-94	3,205	1,077	60	2,418	6,760
Jan-95	3,370	1,194	68	2,597	7,229
Feb-95	3,623	1,333	75	2,977	8,008
Mar-95	3,691	1,302	90	2,942	8,025
Apr-95	3,652	1,272	82	2,821	7,827
May-95	3,485	1,174	81	2,570	7,310
Jun-95	3,348	1,093	74	2,378	6,893
Average	3,275	1,087	72	2,476	6,910

1. Target group 1: AFDC clients who have received AFDC cash benefits for any 36 of the last 60 months.  
 Target group 2: AFDC clients who are parents under the age of 24 who have not completed a high school education, who are not enrolled in high school or an equivalency program, or who have little or no work experience in the previous twelve months.  
 Target group 3: AFDC clients who will lose their AFDC cash eligibility within two years because their youngest child is at least 16 years old.

**TABLE III**  
**FUTURES Expenditures<sup>2</sup>**

	General Revenue	Federal Funds	Donated Funds	Total
<b>Building and Communication Staff</b>	\$99,935	\$168,019	\$7,803	\$275,757
<b>Personnel</b>	\$2,198,143	\$3,580,122	\$196,572	\$5,974,837
<b>Staff Training</b>	\$8,489	\$97,860	\$0	\$106,349
<b>Expense and Equipment</b>	\$664,533	\$1,117,272	\$51,894	\$1,833,699
<b>Recipient Payments</b>	\$1,793,460	\$3,099,417	\$206,526	\$5,099,403
<b>Program Expense</b>	\$1,401,580	\$2,456,780	\$148,512	\$4,006,872
<b>Child Care Expense<sup>3</sup></b>	\$8,616,124	\$12,939,046	\$0	\$21,555,170
<b>Total</b>	<b>\$14,782,264</b>	<b>\$23,458,516</b>	<b>\$611,307</b>	<b>\$38,852,087</b>

2. All expenditures except Child Care Expense are based upon FY 1995 appropriations. Child Care is based upon actual expenditures during the fiscal year..  
 3. Child Care Expense includes child care for FUTURES participants as well as child care for AFDC recipients in education and job training who are not enrolled in the FUTURES program.

## TABLE IV

### Component Activity

#### Enrollment as of the End of the Month

	Jul-94	Aug-94	Sep-94	Oct-94	Nov-94	Dec-94
Assessment	744	905	822	854	814	917
GED	9	12	9	7	5	4
Post Secondary Education	319	406	512	509	500	488
Job Skills	644	738	896	888	867	847
Job Readiness	38	37	41	24	27	25
Entrepreneurial Activities	2	2	9	4	7	6
Job Search	258	212	204	195	172	193
On-The-Job Training	12	19	24	25	27	24
Self Initiated Education	543	640	814	855	883	910
Self Initiated Job Skills	355	384	448	463	498	516
Mediation / Conciliation	566	673	621	576	569	578
CWEP / AWEPA	1,340	1,203	1,012	1,049	1,099	1,153
Unsubsidized Paid Employment	158	162	176	191	203	199
Other Job Readiness	320	297	295	358	393	390
Other Job Search	50	54	43	44	48	49
High School	210	213	245	269	277	288
English as a Second Language	9	8	8	6	8	8
Adult Basic Education	955	952	1,073	1,201	1,273	1,325
Peer Support	7	9	5	8	13	17
Junior High School	3	3	2	0	7	4
Wage Supplementation	10	19	15	5	0	7
Job Entry	339	337	419	404	428	431
	Jan-95	Feb-95	Mar-95	Apr-95	May-95	Jun-95
Assessment	1,120	1,329	1,185	987	793	844
GED	4	7	9	8	14	13
Post Secondary Education	555	571	546	533	480	411
Job Skills	891	954	962	959	865	759
Job Readiness	21	18	21	15	22	19
Entrepreneurial Activities	32	30	30	30	27	17
Job Search	212	201	156	138	166	204
On-The-Job Training	26	21	21	29	30	25
Self Initiated Education	954	982	958	950	838	635
Self Initiated Job Skills	554	556	553	550	482	411
Mediation / Conciliation	602	776	801	853	932	796
CWEP / AWEPA	1,094	1,351	1,463	1,471	1,471	1,676
Unsubsidized Paid Employment	289	354	381	404	406	377
Other Job Readiness	327	331	427	439	426	430
Other Job Search	45	39	32	33	36	53
High School	294	289	291	309	287	194
English as a Second Language	8	8	8	8	6	5
Adult Basic Education	1,309	1,403	1,486	1,469	1,375	1,203
Peer Support	16	20	20	14	3	1
Junior High School	3	4	4	4	6	5
Wage Supplementation	5	6	7	6	23	70
Job Entry	474	481	492	493	452	412

4. CWEP / AWEPA are abbreviations for Community Work Experience and Alternative Work Experience.